

Greenfields Community Primary School

Inspection report

Unique Reference Number	108609
Local Authority	North Tyneside
Inspection number	337110
Inspection dates	10–11 May 2010
Reporting inspector	Kate Pringle

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	343
Appropriate authority	The governing body
Chair	Mr Harry Corlett
Headteacher	Mrs Lynda Phillips
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons and saw 11 teachers teach. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. The views of stakeholders in the school were also considered through questionnaires from 96 pupils, 84 parents and carers, and 20 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well provision and management lead to good outcomes for children in the Early Years Foundation Stage
- the impact of teaching and guidance to increase progress and improve standards in the main school
- how well the developing creative curriculum and the skills of literacy, numeracy, and information and communication technology (ICT) are used to extend pupils' understanding of the wider world
- the effectiveness of leaders to monitor and evaluate developments and prioritise improvement.

Information about the school

Greenfields Community Primary is larger than the average-sized primary school. The majority of pupils are White British with few pupils for whom English is an additional language. The proportion of pupils known to be eligible for free school meals is slightly above the national average. The proportion of pupils with a statement of special educational needs is in line with national levels; however, the overall proportion of pupils with special educational needs and/or disabilities is above average. The school site is host to a privately run, out-of-school club which will be inspected separately.

The school holds the following awards: International Schools, Healthy School, Artsmark (Silver), Activemark, Basic Skills, Eco Schools (Bronze) and the Financial Management of Systems in School.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The warm and welcoming ethos of this school, with its caring relationships, successfully supports pupils who feel very safe and happy. An overwhelming proportion of parents and carers are wholeheartedly supportive and a number of comments refer to good relationships, noting that the school is: 'particularly strong on parent and teacher involvement' communication is great'. An increasingly wide range of learning experiences engage pupils' interests and increases their understanding, inspiring them to behave well and work hard. Pupils enjoy school.

From entry points below those expected for their age, pupils leave Year 6 with standards which are in line with the national average. Overall, good teaching enables pupils to learn well and make good progress. However, variability in the quality of teaching has a negative impact on some pupils' attainment across the school. Although there is rigorous tracking of pupils' attainment, progress slows in Year 3 because some inconsistencies in teachers' moderation mean that some pupils are not working independently at end of Year 2 levels. In addition, not all teachers use assessment information consistently enough in their planning to provide challenge for all pupils and marking does not always reflect their successes and guide them towards the next steps in learning. These factors contribute to some inconsistencies in achievement across classes.

Well-developed links with outside agencies and a range of strategies support pupils who are vulnerable, those with special educational needs and/or disabilities and those who speak English as an additional language. This means that these pupils make good progress. The school has successfully improved behaviour and, although attendance is average, there are clear indications that strategies to reduce absence and the proportion of those who are persistently absent are effective. Overall outcomes for pupils are good and the school provides good value for money.

Over recent years, the inspiration of the headteacher and her senior leaders have enthused staff to be proactive in improving outcomes for pupils. School self- evaluation is accurate and the identified priorities rightly focus upon those areas requiring most improvement. There is greater rigour in monitoring and evaluation, raised attainment, an improved quality of teaching and all leaders successfully use their delegated responsibilities to identify and action priorities for development. Although there are identified actions to maintain and extend strong links with the local community and other schools, opportunities to develop sustained links with those from different backgrounds and cultures are not yet sharp enough and this limits pupils' understanding of cultural similarities and differences. Overall, the capacity of the school to improve is good.

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What does the school need to do to improve further?

- Increase the pace of pupils' progress and raise standards by July 2011 by:
 - ensuring teaching is consistently good across the school
 - ensuring the consistency of moderation of the levels from Year 2 to Year 3
 - using assessment information more effectively to ensure that tasks challenge pupils of all abilities
 - making sure that marking clearly indicates success and identifies what pupils need to do to improve and make progress towards their targets.
- Improve the provision for pupils so they understand the cultural diversity in Great Britain and abroad and develop the monitoring and evaluation processes of the outcomes of actions taken.

Outcomes for individuals and groups of pupils**2**

Effective relationships mean that pupils behave well. Pupils demonstrate a real interest to learn. They engage wholeheartedly in the increasing range of strategies that teachers provide in lessons. For instance, they debate enthusiastically with their 'talk partners' in developing their communication skills which is reflected in their improving skills in reading and writing. The increasingly practical and creative curriculum provides exciting opportunities to use their thinking skills to reflect and consider how best to use their skills in literacy, numeracy and ICT across the curriculum.

Progress over the school is variable with best progress in Years 5 and 6 where increased proportions are on track to reach the upper Level 5 in English and mathematics. At Key Stage 1, although data indicate that pupils make good progress, this progress slows in Years 3 and 4 as teachers work to fully secure end of Year 2 achievements. This means that teachers need to be assured of the levels pupils achieve in reading, writing and mathematics at the end of Key Stage 1. Pupils with special educational needs and/or disabilities make good progress because of their carefully-planned support and learning programmes.

As pupils mature they exhibit increasing confidence. They are aware that behaviour is much improved and say that there is little bullying or racism. These factors, together with pertinent learning programmes enable them to understand how to keep themselves safe in a range of situations. Pupils understand well the benefits of a healthy lifestyle and many take good advantage of the varied opportunities for sports and physical education provided. Additional activities and residential visits enable pupils to extend their skills; pupils talk of how well these improve their self-confidence in their own abilities. Opportunities to learn about different cultures are not yet fully developed and this limits pupils' understanding of how others from different backgrounds live. Older pupils appreciate the increasing responsibilities they are given and talk proudly of their work looking after younger children and becoming more aware of their environment. Activities involving the school council have brought about improvements and a current

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project with the local scout group is improving a walk for the community through a joint planting scheme.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching, although good overall, varies across the school and this impacts upon the progress some pupils make in different classes. Where teaching is good or better, teachers use their good skills and subject knowledge effectively to engage pupils in learning. Interactive whiteboards are used to good effect to model new learning and to demonstrate different strategies. There are good and well-planned opportunities for pupils to use their literacy, numeracy and ICT skills across different subjects. Teachers share lesson objectives with pupils which help them to understand the purpose of the lesson and what is expected of them. There is occasionally too much use of worksheets. Tracking of attainment is rigorous and clearly identifies the progress pupils make. However, not all teachers use assessment information effectively to address the pupils' differing needs to ensure that they are always sufficiently challenged. Pupils' work is regularly marked; however, written comments do not consistently highlight successes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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against their targets nor indicate what they need to do next to improve their work. A breadth of activities supports a rich curriculum which is further enhanced by a range of visits and visitors. Greater links between subjects and engagement in practical and problem-solving skills provide increasingly active and creative learning experiences for pupils. Additional opportunities to extend skills through sporting, artistic and environmental activities are well attended. Older pupils speak knowingly of their visits to residential centres which enable them to improve their self-confidence and social skills as they face different and challenging experiences.

Pupils receive good care and support. Pupils, parents and carers engage successfully in this school because they are sure that strategies are in place to help them if there are concerns. Support for those who are vulnerable or with additional difficulties, is quickly deployed with focused interventions and links with external agencies underpinning individual programmes. This provision enables these pupils to achieve well. The well-embedded links with other schools and providers ensure that transition between different learning settings enables pupils to settle quickly and to transfer with confidence.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders and teachers are held in high regard by parents, carers and the wider community as well as other stakeholders who recognise the ambition of the school to raise expectations for pupils and to enable them to become well-rounded citizens. Effective leadership encourages all staff to accept 'ownership' of their responsibilities in the drive towards continual improvement which has proven successful in meeting past priorities. Rigorous monitoring of standards is impacting well upon pupils' outcomes, although there remains some variance in the moderation of some outcomes. A clearly-defined programme of professional development helps middle leaders to more accurately evaluate the strengths of the school and to identify where improvements are needed. Clear progress has been made since the appointment of the present headteacher who has worked unceasingly with her staff to bring about improved outcomes for pupils.

Governance is strong and governors work successfully with the headteacher and staff. Clearly-delegated responsibilities successfully utilise the experience and knowledge of members of the governing body to actively support and challenge the school and

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discharge their duties, especially with regard to safeguarding procedures and security which are good. Improved links with parents, carers and the wider community have resulted in strong relationships. Links with the wider community to develop regular contact with others nationally and globally are not yet fully planned for which limits opportunities for pupils to fully understand other pupils from different backgrounds and cultures. Positive steps are taken to eradicate discrimination and ensure all pupils have the same access to provision; the school provides a harmonious setting in which equal opportunities are successfully promoted.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Overall, children enter with skills below those expected for their age. However, within this safe and secure setting, children integrate quickly developing positive relationships with each other and their teachers. This has a clear impact upon their confidence and children demonstrate increasing independence as they work happily together learning to share and take turns. Simple rules of hygiene and safety help children to understand how to avoid accidents and to keep healthy. The needs of vulnerable children and those with specific needs and/or difficulties, in particular, those who have speech and language difficulties, are quickly identified. Successful interventions and appropriate help from outside agencies ensure that they are supported well. Overall, children make good progress and enter Year 1 with skills which are broadly average.

Children enjoy coming to school and this view is very well supported by parents and carers who appreciate how quickly their children settle into the welcoming environment. The well-deployed resources enable children to take full advantage of the learning

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activities provided, and there are good opportunities for children to access the outdoor area by choice enabling them to learn in different environments. Regular meetings ensure that information is shared between staff and is well used in planning future activities. However, links to some programmes of study are less secure which limits the continuity and progression in a few aspects of children's learning. Policies and procedures are consistently applied and this contributes to the security of the setting and children's welfare. Overall, children's needs are well met and outcomes are good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Although the number of returns was smaller than is usual, the overwhelming majority of the questionnaires returned indicated that parents and carers are extremely positive about the school and hold the headteacher and her staff in very high regard. There is a great appreciation of the care and support given to their children and they know that their children are happy and enjoy school. There were no serious issues raised and the very few concerns expressed were raised and discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenfields Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 343 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	61	29	35	1	1	0	0
The school keeps my child safe	51	61	32	38	0	0	0	0
The school informs me about my child's progress	41	49	41	49	1	1	0	0
My child is making enough progress at this school	39	46	43	51	2	2	0	0
The teaching is good at this school	42	50	37	44	1	1	0	0
The school helps me to support my child's learning	34	40	46	55	2	2	1	1
The school helps my child to have a healthy lifestyle	34	40	46	55	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	32	44	52	3	4	0	0
The school meets my child's particular needs	30	36	52	62	1	1	0	0
The school deals effectively with unacceptable behaviour	31	37	44	52	5	6	0	0
The school takes account of my suggestions and concerns	26	31	52	62	1	1	1	1
The school is led and managed effectively	37	44	45	54	1	1	0	0
Overall, I am happy with my child's experience at this school	40	48	42	50	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 May 2010

Dear Pupils

Inspection of Greenfields Community Primary School, Newcastle-upon-Tyne, NE13 6NB

Thank you for the lovely welcome you gave inspectors when we visited your school recently. Yours is a good school with many strengths. We were very impressed at how well you play and work together. Thank you especially to those of you who gave up your playtime to talk with us. You clearly enjoy school and have good relationships with your teachers who want you to do well. Because your behaviour is good, this helps you to focus upon your learning and you progress well. We know that you feel safe in school and understand what you need to do to keep yourselves healthy. The responsibilities you have, for example to represent your friends in school council or by helping younger children, help you to appreciate right and wrong and to understand your growing independence. Teachers provide you with many opportunities to see other places and take part in different experiences and these help you to increase your self-confidence and decide what you might aspire to be in the future.

We would like to see some things improved so that you can achieve even more and so we have asked your headteacher and teachers to help you. We would like them to:

increase how quickly you progress and reach higher standards by:

- making sure there is more good teaching across the school with teachers challenging all of you to do well and marking your books so you know how well you have done and what you need to do to improve
- ensuring that levels you work at mean the same in Years 2 and 3.

plan regular opportunities for you to meet and talk with pupils from different cultures and backgrounds to help you to understand how they are different from, or similar to, your lives.

I hope that you continue to work well and wish you every success for the future.

Yours sincerely

Mrs Kate Pringle

Lead inspector

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